Journal of Career Planning & Employment

Subject Index

Fall 1983–Summer 1988

In response to numerous requests, last fall we published an annotated index of *Journal* articles published in the previous five years. Because the index was so well received, we've decided to make it a regular feature of the Fall issue. This year's five-year index has been updated to cover articles appearing in Volumes 44 through 48.

Under each subject heading, the articles are listed alphabetically by title. Each title is followed by a code indicating what type of article it is: (F)—Feature; (D)—Dialogue; (H)—How Others Do It; (Q)—Questions and Answers; (P)—Profile.

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Adult Learners: Reaching an Untapped Resource (H)
How one college modified its career programs to better serve older students.
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Benchmarks for a Successful Job Fair (H)
Job fairs get the job done, but how do you do it?
Knott, James; Lawlis, Parker; and Maher, Batt — Summer 1987/19–22

Best of Both Worlds, The (F)
How CSU-Long Beach reorganized its career center to combine the advantages of both centralized and decentralized services.
Babbush, H. Edward; Hawley, Wade W.; and Zeran, Jack — Spring 1986/48–53

Bowling Green's 'Increasing Meaningful Student Participation' (F)
Winner of CPC's 1987 Award of Excellence for Programming within an Organization.
Rehrig, Norita H. — Fall 1987/55–57

Building Faculty Support for Career Services (F)
To be effective in providing services, college career offices must have the involvement and support of the faculty.
McGrath, Gary L. — Spring 1984/54–57

Career Counseling Across Cultures (D)
Counselors will be working more and more with foreign students who are of cultures and religions markedly different from their own.
Sommer, Jane — Winter 1987/17–19

Career Development in the Workplace: Academia and Industry Join Hands (H)
How Sinclair Community College designed a career development workshop for employees of a local company.
Haag-Mutter, Priscilla — Spring 1986/20–21

Career Planning and Placement: Views from Different Sides of the Atlantic (F)
After exchanging places, two career professionals discuss the similarities and differences in career development work in the United States and England.

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Career Services and Admissions: An Effective Alliance (H)
Career services and admissions combine forces to recruit students to the University of Arkansas.
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College Career Centers: Factories for Failure? (F)
Is your placement program as effective as it could be? A veteran practitioner shares advice on how to avoid misdirecting students and disappointing employers.
Dennis, Donn L. — Fall 1985/41–45

College Career Services: Are We Failing? (D)
Career services must become an integral part of the college experience, meeting the needs of administrators, faculty, and students.
Povlosky, Ronald — Winter 1985/16–18

Conquering Staff Person Syndrome (F)
By educating the administration, career services personnel can cure the disease that saps their strength on campus.
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Creating a Consortium: Big Gains for Small Colleges (D)
A consortium provides a forum for development, interchange, professional extension, and support.
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Distinctive Competence of Career Services, The (F)
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Do Career Centers Deliver? (F)
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Family Educational Rights and Privacy Act and Prohibiting Disclosure of Credential Files to Third-Party Recruiters (Q)
Is it a violation of FERPA for a school to have a policy prohibiting disclosure of student credential files to employment agencies or other third-party recruiters?
Kaplan, Rochelle K. — Winter 1988/23

Family Educational Rights and Privacy Act and the Disclosure of Credential Files to Graduate Schools (Q)
What restriction does FERPA place on disclosing credential files to a graduate school at which a student intends to enroll?
Kaplan, Rochelle K. — Winter 1988/23–24

Group Dynamics: How to Work Together for Better Job Fairs (H)
An overview of research on group decision making that can assist career offices working on collaborative activities.
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How to Create a Winning Ad Campaign for the Career Center (F)
Frustrated with lack of interest, one university developed a marketing plan that greatly increased student participation.
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Integrated Career Planning and Placement: New Lyrics to an Old Tune (D)
A working definition of career planning and placement, and the rationale for implementing it, as developed at Lehigh University.
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Involving the Campus Community in Liberal Arts Career Services (H)
The College of Wooster developed a comprehensive plan for career services with limited staff and resources.
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Job Sharing: An Employment Alternative for the Career Services Professional (F)
Using their own arrangement as an example, the authors describe and assess job sharing within career planning and placement.
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Joint Ventures on Campus (Q)
How career centers can enhance their relationship with corporations by coordinating their efforts with those of development and alumni relations.
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Managing the Placement Office by Computer (H)
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More Than Just Another Small Business (F)
A community-based career center opens its doors and takes CPC and the profession into the future.
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New Internationalism, A (F)
After visiting the United Kingdom and North America, an Australian career director concludes that career services is entering a new era.
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Outreach to Commuter Students (Q)
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Paving the Way for *The Career Street Journal* (H)
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Placement at the Small College: How Should Staff Time Be Invested? (D)

Where should time be invested in helping students find their first job—counseling students or contacting employers?
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Placement Office Has a Place in Freshman Orientation, The (H)
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Profile of Positions Advertised in Career Planning and Placement, A (F)
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Saying "Yes" to Community Career Services (H)
Cal State-Long Beach's Career Development Center offers career services to community residents.
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Telemarketing creates more interviewing opportunities for graduates.
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To Charge or Not to Charge: The Pros and Cons of Fees for Career Services (F)
To help make ends meet, career offices could ask students to pay for services. But should they?
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Using Paraprofessionals in the Career Center: An Award-Winning Model (F)
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For minority students, career days are an effective way to develop an awareness of opportunities in the world of work.
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Work-Study Students in the Career Center (F)
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Working With Alumni (F)
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Company Career Center (Q)
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Twenty questions to test your career counseling know-how.
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Six Strategies for Career Counseling (F)
Using Holland's theory of vocational choice, the authors describe a different counseling strategy for each of six distinct personality types.
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Using Interpersonal Influence in Career Counseling (F)
Counselors can use their interactions with students to facilitate career counseling.
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Career Choices for Music Majors (F)
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Confronting the Myths About Math (F)
Mathematics multiplies career options, but many students shun the subject because of misconceptions.
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End of an Era in the Allied Health Field, The (D)
There will be no more unrestricted growth in allied health, but there will be new challenges and opportunities.
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Exploring International Careers (F)
How placement counselors can help students who are considering foreign employment.
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Rehabilitation Counseling: A 'Hot' Profession (D)
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What Can You Do With an English Major? (F)
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The author urges career counselors to place greater emphasis on achievement tests and outreach services in order to survive.
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Assessment Center as a Career Planning Tool, The (H)
Baldwin-Wallace College's Appraisal Center has become a key component in promoting student career planning.
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Career Development Model for College Athletes, A (H)
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"Career planning" implies that students program every step of their lives according to precisely timed promotions, job changes, and raises. But life is not that tidy.
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A course to help students find out what they would like to do after college and how to get there.
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Coming to Terms with the Career Planning Dilemma (D)
Career planning is caught in a time warp between a quick fix and a slow cure.
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Here are some suggestions that may help your office develop a better working rapport with black and Hispanic students.
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Freshman Orientation and Career Development: How Effective Is It? (D)
A Bronx Community College orientation and career development course has a positive effect on the academic performance and retention of entering freshmen.
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How Parents Influence Career Choice (F)
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This approach shifts the focus from "making a living" to "making a life."
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To better match people and jobs, you must recognize

that not everyone wants to climb to the top of the organization.
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Model for Paraprofessionals in Career Planning, A (F)
With undergraduate paraprofessionals, career offices can meet the challenge of budget reductions while answering the demand to expand services.
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New Direction for Career Counseling, A (F)
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Twenty questions to test your career counseling know-how.
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Notes From Oxford (F)
A U.S. career director shares the insights he gained last summer at an international placement conference in England.
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Placement Data and How to Use It (F)
An academic adviser tells how a placement report can help students choose a major that best matches their interests, skills, abilities, and aspirations.
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Reaching Tomorrow's Scientists Today (H)
Too few women are pursuing scientific and technical careers because they lack encouragement and successful role models.
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Senior Orientation: From Here to Maturity (H)
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Alley, Patricia M. — Fall 1984/21–23

Strengthening 'the Weakest Link' Between Students and Employers (H)
Faculty can be a positive influence in helping students deal with career issues.
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Two Meanings of 'Career', The (F)
In one sense, the word is free of connotation; in another, it is fraught with feeling.
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Building a Better Employer Image on Campus (F)
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Employers, faculty, and placement personnel share ideas and concerns in an orientation program.
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Dear Placement Director: How About the Small Companies? (F)
Are your students overlooking some golden career opportunities? A concerned career counselor tells you how you can open their eyes.
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How career centers can enhance their relationship with corporations by coordinating their efforts with those of development and alumni relations.
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Marketing Your Company on Campus (F)
In college relations, students are your primary consumers. Here's a comprehensive strategy for reaching them.
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Do recruiters appreciate "get acquainted" visits to their offices by placement directors?
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Managing the Placement Office by Computer (H)
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Bruce, Robert C., with Williams, Ric — Summer 1987/22–24

Match That Works for Two-Year Colleges, A (F)
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A report on how the University of Iowa's computerized interview sign-up system works and what effects it's had on students and staff.
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Talking the Same Language: A Standard for Data Sheet Interchange (D)
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U-PLACE: One Placement Director's Experience with This New Computerized System (F)
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World of Microcomputer Technology, The (F)
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Identifying minority recruits is no easy task. A look at some statistics shows why.
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Shape of Things to Come, The (F)
A look at four trends in our society that will bring new form to business and education.
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A lawyer discusses employers' legal rights and obligations in dealing with job applicants and employees afflicted with this deadly disease.
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Recent polls show where employers and the public stand on this controversial issue.
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Business Graduates: The First Two Years (F)
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Career Development in the Workplace: Academia and Industry Join Hands (H)
How Sinclair Community College designed a career development workshop for employees of a local company.
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Careers With Japanese Firms in the U.S. (F)
The opportunities are growing, and Americans are finding that they offer the best of both worlds—a chance to experience another culture while remaining comfortably on U.S. soil.
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Changing Face of Work, The (F)
The "social contract" between employers and employees will be radically different in the future, says one of the nation's leading trend watchers.
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Engineering Student to Technical Employee: Identifying Graduates' Needs in the Transition (F)
Research offers three perspectives on these student's needs—the students themselves, the counselors who assist them, and the employers who hire them.

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Job Sharing: An Employment Alternative for the Career Services Professional (F)
Using their own arrangement as an example, the authors describe and assess job sharing within career planning and placement.
Johnson, Louise, and Meerdink, Lois A. Winter 1985/29–30

Life-Work Planning for the Individual in a Changing Work World (F)
This approach shifts the focus from "making a living" to "making a life."
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New Work Force: Here Today, Here Tomorrow, The (F)
Employers can boost their power to get—and keep—the best new talent by addressing these five contemporary concerns.
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What part does the recruiter play in improving employee retention?
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Relocating the Dual-Career Couple (F)
How companies can ease the move by providing spouse placement assistance programs.
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The leaders of some of the best small companies in America tell what's needed to succeed in their organizations.
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Teachers in Transition: Making the Move from Academe to Business (F)
A wide variety of factors motivate many teachers who leave their field to seek other careers.
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Understanding Corporate Culture (F)
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Women MBA's in the Eighties: Stepping Off the Corporate Ladder (F)
More and more women M.B.A.s are forsaking the traditional Fortune 500 route and seeking alternative career paths to professional and personal fulfillment.
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While often a part of student affairs, placement, like cooperative education, can function better in academic affairs.
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Creating Co-op Programs (Q)
The most important elements for employers to consider in organizing and managing a co-op program.
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Paying Wages for Student Interns or Co-ops (Q)
Criteria developed by court decisions and Department of Labor rulings determine whether interns or co-op students are employees and thus covered by the Fair Labor Standards Act.
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Teaching Students to Reach for Internships (H)
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Work-Study Students in the Career Center (F)
From an informal survey come some tips on how to recruit, motivate, and supervise these invaluable helpers.
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College Degrees . . . Still a Ladder to Success? (F)
A review of economic trends answers today's college

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graduates' most pressing questions about the job market.
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Detroit's Lesson for Higher Education (D)
In hard times, the most successful institutions are those that respond best to the educational needs of their day.
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Family Educational Rights and Privacy Act and the Disclosure of Credential Files to Graduate Schools (Q)
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Legal Implications of Faculty Referrals (Q)
In referring students to employers, both faculty members and their schools could be liable under federal and state fair employment laws.
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Marketability of Graduates: Why Colleges Should Care, The (D)
The more individuals who acquire positions after graduation, the more students the school will attract.
Koe, Frank T. — Winter 1985/15–16

Shape of Things to Come, The (F)
A look at four trends in our society that will bring new form to business and education.
Annison, Michael H. — Fall 1986/61–64

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The transition can be tricky, but career counselors can help. Here's how.
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The leaders of some of the best small companies in America tell what's needed to succeed in their organizations.
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How to give assistance where it is most needed when you have a small staff.
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The "social contract" between employers and employees will be radically different in the future, says one of the nation's leading trend watchers.
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A review of economic trends answers today's college graduates' most pressing questions about the job market.
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How a job placement system enhanced the automated system of Syracuse University's Placement Center.
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Having gone full circle in the placement and recruitment field, this author has a new perspective on career change.
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If you're bored with your career, here are some tips to rev you up again.
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Your boss has asked you to make a speech, but you loathe the thought. Relax! With the proper preparation, you can do it—and do it well.
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The University of Virginia has established a program where minority students visit companies to learn about engineering.
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Salaries

Comparable Worth: Where It Stands in the Courts and the Law (F)
CPC's general counsel brings you up to date on relevant statutes, case law, and EEOC decisions on this controversial concept.
Kaplan, Rochelle K. — Fall 1985/53–56

Comparable Worth Controversy, The (F)
An in-depth look at what has been termed "the civil rights issue of the '80s" and how it affects career planning, placement, and recruitment.
Sinnott, Patricia A. — Fall 1985/46–51

Paying Wages for Student Interns or Co-ops (Q)
Criteria developed by court decisions and Department of Labor rulings determine whether interns or co-op students are employees and thus covered by the Fair Labor Standards Act.
Kaplan, Rochelle K. — Summer 1988/23–24

Profile of Positions Advertised in Career Planning and Placement, A (F)
A study reveals what the job market is like for those who counsel student job seekers.
Carlson, Jan — Winter 1985/24–28

Students

Does Everyone Have to Major in Business? (D)
Students must gain the education they lack, whether it be business skills, exposure to the liberal arts, or any other "success" factor.
Goodman, Steven E. — Fall 1984/18–19

Engineering Student to Technical Employee: Identifying Graduates' Needs in the Transition (F)
Research offers three perspectives on these students' needs—the students themselves, the counselors who assist them, and the employers who hire them.
Trainor, Michalene, and Varma, Gale H. — Fall 1983/26–35

Entering the Job Market: How Students and Employers See it Differently (F)
What prevents capable college graduates from finding proper employment? A nationwide survey of college seniors, experienced professionals, and employers provides some interesting answers.
Dzubow, Steven R. — Spring 1985/49–54

Freshman Orientation and Career Development: How Effective Is It? (D)
A Bronx Community College orientation and career development course has a positive effect on the academic performance and retention of entering freshmen.
Donnangelo, Frank P. — Summer 1985/23–24

How Job Applicants View Interviewers (F)
A survey of nontraditional students reveals their expectations of and experiences with organizational interviewers.
Latham, Van M.; Callton, Marla R.; and Muha, Robert G. — Fall 1985/57–59

How Parents Influence Career Choice (F)
Counselors must recognize students' conflicting needs for guidance and independence from their parents.
Reschke, Wayne, and Knierim, Karen H. — Spring 1987/54–60

How Students View the Placement Office (F)
A study investigates the use and helpfulness of the placement office in students' search for their first jobs.
Marion, Paul B.; Cheek, Neal K.; and Harris, Marcia B. — Fall 1983/37–40

In Search of the Perfect Interview (F)
A survey reveals what students think of recruiters and what they like and dislike about on-campus interviews.
Craig, Betty, and Greenberg, Robert M. — Spring 1986/40–47

Interview Sign-Up: When Students Have a Choice (F)
Which interview sign-up method works best? To answer this question, San Jose State sought the opinion of a very important group—students.
Reed, Jerome B. — Summer 1984/55–59

Student Societies (Q)
How employers perceive students' involvement in campus chapters of professional organizations.
Downing, Robert E. — Summer 1987/26

Three Thoughts on Networking (D)
Undergraduates seem to look at networking in its most meager sense.
Henderson, Joanna — Spring 1987/17–18

Work-Study Students in the Career Center (F)
From an informal survey come some tips on how to recruit, motivate, and supervise these invaluable helpers.
Wendover, Robert — Summer 1987/49–52

Supply and Demand

Wanted: Teachers (F)
A number of factors are working together to put the U.S. on the brink of a teacher shortage that could become a crisis.
Anthony, Rebecca — Summer 1986/36–39

The Placement Professional as Marketeer

By filling this critical new role, you can acquire a central focus on which to hang your career center's goals and priorities.

BY GARRY R. WALZ

The marketing side of our business is considerably underrated, and placement people who aren't marketing their programs constantly will have a more difficult time than those who are aware of that [the need to market].

—Jack Shingleton

A RECENT EVENING newspaper carried ads from a respected national legal firm offering expert and ostensibly low-cost assistance on a wide spectrum of problems ranging from divorce to personal injury; a dentist offered a "package deal" on orthodontics; a local satellite hospital boasted of 24-hour walk-in medical care; while a plastic surgeon offered reliable and safe redoing of any part of the anatomy that needed to be added to or reduced. A decade ago such ads would not only have been unthinkable professionally but would have been counterproductive to building a clientele. People would have resented them. Today it is commonplace for even august institutions and professions (e.g. Harvard University) to use the tools of modern marketing to enhance their image and attract new customers (a customer is a customer by any name).

Though attitudes in our society toward advertising and marketing have changed remarkably in recent years and even bastions of professional respectability such as the American Bar Association and the American Medical Association are on record as favoring discreet marketing by their members, resistance to marketing by the helping professions persists. Even with a change in professional standards and public acceptance of marketing by members of the helping professions, some career planning and placement center staffs resist the development of an organized marketing program. My experience has been that career center staffs are hesitant to employ marketing principles and practices in their program development strategies for three rather specific reasons. First, they may adjudge marketing to smack of crass commercialism, hardly what a center working to extend its credibility with students, faculty, and alumni would choose to do. Secondly, they may perceive marketing as unnecessary—an "if we do our job well, we won't need to market our services; our reputation for quality will spread" argument. A third view is that marketing is O.K. and is probably necessary, but optimistic expectations of what it can accomplish are seldom, if ever, realized in actual practice so it isn't worth any major effort.

I believe it is important at the outset to acknowledge that all of the aforementioned beliefs can be the result of actual experiences that have confirmed for a staff the undesirability of undertaking any major marketing initiatives. "Why do it? We have enough hassles without undertaking anything as expensive and unpredictable as marketing" is a rather typical response. And they are right—based on what they have experienced. There are marketing programs that are in remarkably poor taste; some career centers have achieved high acceptability without conscious marketing; and others have introduced "expert-designed" programs only to have to later swallow their disappointment over miniscule success.

These limited experiences, however, should not blind us to both the desirability and the achievability of

career centers designing and installing effective marketing programs. The benefits far outweigh the negatives. And the consequences of ignoring the marketing imperative can be diminished impact with eventual program stagnation. The difficulties that people experience are not inherent in marketing, but with faulty conceptualization and implementation. Given an appropriate perspective and reasonable amounts of energy, commitment, and skill, a career center can have a useful and self-justifying marketing system.

Notice the absence of any reference to "big bucks." You probably can't spend your way to a good marketing program—although many do try—and you need only modest resources to achieve many of your marketing goals.

Definition of Marketing

How people respond to marketing depends in part on how they define it. The frequent image attached to marketing as the "big sell" can immediately turn off many potential users. Even the usual textbook definitions may come across as inappropriate to a career center devoted more to service than to selling. For purposes of this article, a functional definition of *human services* marketing would read as follows:

> Marketing in a human services setting should be targeted to increasing clients' awareness of critical needs and choices and in assisting them to make informed decisions and plans with particular reference to how a given service—e.g. career planning and placement center—can be helpful.

There are two basic tenets behind the above view of marketing. First, we are born into and live and die in a world where marketing is omnipresent. As such, people of all ages develop a mind-set or expectation that a producer of a service will communicate the virtues and advantages of that product or service. If this communication is not forthcoming, it may read as a lack of advantages or, even more unfortunate, a lack of existence. In other words, the public is so used to all manners of services being so extensively and intensively promoted that a service that is not promoted may not even be considered for adoption or use because of ignorance of its availability.

Contrary to the general impression, marketing cannot make a success of a poor product or service. There are numerous instances of extensively marketed products and services that were either of poor quality or did not fill a real need and that were unsuccessful (e.g. the Ford Edsel). Marketing functions best in situations where it is used to better inform people of the desirability of a superior product or service. It can work well to help distinguish one product or service from an array of other attractive choices, to make it stand out in the user's eyes. As a general rule, it can be said that quality wins out in the marketplace and marketing can assist people to become better informed of the merits of a service.

Basic to what we are saying is that much of what we would describe as marketing is appropriate to career centers and there are basic concepts in marketing that deserve greater attention and interest from career planning and placement specialists. This is especially true as the competition for available resources becomes increasingly intense. The services that best understand and use market forces and strategies are those that will prosper and, in the long term, be the most viable in providing assistance to our society and to individuals. There is a generally shared feeling that career planning and

placement centers don't have all the action they deserve or need. In many ways, this expression of concern over the present state of career planning and placement is a tacit admission that we are not fully in touch with our potential user publics and that we are no longer able to identify clearly what our publics need or want or how to respond to them. There are marketing concepts which will help to identify strategies and procedures that will improve the type and quality of services presently provided, as well as identify new user groups.

Product and Service Life Cycle

Basic to marketing is the concept that every product or service progresses through a predictable life cycle of introduction to abandonment. Regardless of the length of the life cycle, the stages are the same. Some products or services have a very short life (e.g. pet rocks); others become virtual staples in the market (e.g. men's white shirts). The specific stages of this life cycle are as follows:

Stage One: Introduction. In this stage, the product is new and has few competitors. The role of marketing at this point is to build demand by informing potential users of the existence of the product or service and to make them aware of its desirable attributes. This is an exciting period, when the new item can catch people's fancy and quickly snowball in terms of their interests and positive response.

Stage Two: Growth. In the growth stage, there is a shift from building mass demand for the product by showing that it exists to stimulating selective demand. With the entry of competition through the introduction of similar products and services, it is important to stimulate selective demand—i.e., to identify and communicate why a given product or service is best and will most effectively meet a user's need and interest.

Stage Three: Maturity. In this stage, the competition becomes very strong. The sale and/or use of one product or service is usually won at the expense of another as the overall level of sales is stabilized. In this phase, the marketing decisions become more competitive, and it is important to stress the differences between products and services and the ways they may be used or experienced. In particular, it is important to stimulate further response to the product or service by identifying new uses for it.

Stage Four: Decline. In the decline stage, there is a reduction in the use of the product or service. However, the costs remain high, particularly because of the intense competitive effort that is still required. There is also a negative generalization of effect, where the one declining product or service affects others with its undesirability. Frequently in this stage, technology is responsible for introducing new products and the new then drives out the old. The key decision at this point is whether to abandon the product or service, since attempts to retain or redevelop it can be extremely expensive and detrimental to the overall effectiveness of the producing organization.

Challenges in the Service Life Cycle Concept

If we adopt the life cycle concept in our view of products and services, there are two specific challenges to which we should respond. First, it is apparent that each life cycle stage requires a different marketing strategy; i.e., the means of presenting the product or service to the public must be adapted. What will work effectively when first introduced, in the excitement and interest of the earliest identification of the service's potentials, is quite different from what is needed when the service is in either a growth or maturity stage, when there is high competition and it is critical to be able to suggest why a given service is different and better than that of competing services.

Second, there is a strong challenge to find new products or services that will replace those that are in a declining stage and must be redeveloped or dropped. Services that have been allowed to decline for too long a time pose serious problems for redevelopment. Attempting to redevelop a given service or to make it more desirable or attractive may not only be unsuccessful, but may act as a drag upon the viability of other products or services.

These two challenges are, I believe, very relevant to the state of career planning and placement as we know it today. It would appear that in many areas, career planning and placement is in a maturity stage, even approaching a decline. It is not hard to find examples. Employers are taking on the placement function themselves because of their dissatisfaction with the effectiveness of the existing services. Many individuals are forsaking the use of the college placement center to go it alone or by using private career and counseling services. College-level counseling centers in some institutions are in the declining stage of the life cycle because of their presumed attention to too few concerns and too few students. Numerous other examples could be identified. The point is that career counseling and placement services may be in different life cycle stages. What is critical is that we identify the particular stage that each service is in and then develop an appropriate and relevant marketing strategy for it.

The Use of Marketing Concepts in Counseling and the Human Services

As broad social changes take place, we must be able to respond to and reflect those societal demands and needs in our counseling services. We may either do this in an active way, demonstrating our viability and desire to meet people's needs and interests, or continue to resist the life

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cycles of our products and services, thereby risking abandonment and extinction because of declining usage. I believe that a number of forces are placing the human services in an increasingly competitive and vulnerable position. The stronger and more important ones among them are described below.

1. *Self-Help Books.* There has been a revolution in the publishing industry with the hard- and soft-cover publications of the self-help variety. These books offer the reader the knowledge and skills to deal with a vast array of life problems (e.g., managing your own finances, writing your own will, conducting your own job search, planning your life career, improving your earning power). They range from systematic and highly organized, self-managed learning modules to brief paperbacks that deal more in euphemisms than in activities. They have won a strong response in the marketplace from people who find professional specialists too expensive or ineffective or both.

2. *Self-Help Networks.* Allied to, but still distinct from, the publishing revolution is the development of support networks, either highly structured or informal, that help people deal both cognitively and affectively with their problems and concerns. Particularly in the larger population centers, support networks have become a way of life. In many areas of human problems, such as job loss and career transitions, emotional trauma or grief, the support group has become the treatment of choice.

3. *Entry of Other Helping Services into Areas Previously Offered by Other Groups.* As is true within the commercial marketplace, where a service or product declines with one population and moves on to new areas of potential use, in the helping services field new "helpers" are entering areas once the domain of school and college counselors, and profit-making helping services are moving into fields typically the concern of educational institutions.

4. *Availability of Computer and Other Technologically Based Helping Services.* The development of computer-assisted career counseling programs, plus a rapidly expanding body of self-help computer software, has provided clients with new options for where and how they receive help in making career plans and decisions and resolving personal and social problems. Though the more reputable programs stress the need for the supporting services of competent counselors, clearly many adopters see computers and video technology as diminishing, if not eliminating, the need for human counseling interventions. It is likely that the future will see a great increase in the number of self-help and personal growth programs that provide the client with the opportunity for "comparison shopping" before deciding where to obtain help.

These challenges to traditional career counseling and placement services and practices do not include all the competitors. Local conditions will frequently reveal other sources of competition that can be extremely strong and can exert even greater influence on existing career planning and placement services, determining whether they will grow and become stronger or weaken to the point of becoming a tertiary service or even being abandoned.

Marketing Strategies

A useful way to visualize marketing potentialities and strategies is to organize services and users into a 2 by 2 matrix (Figure 1). The first cell, *Old Services, Old Users,* is the traditional approach. It says, in effect, "stay with what you know best, do what you have been successful doing in the past." This approach implies a long life cycle and, since it involves doing nothing new, is in one sense the safest. From another perspective, it can be dangerous by lulling providers into "business as usual" as the formula for success. However, along the product life cycle, there does come a time when a change must be made (e.g., Volkswagon Beetle and previous stability may both obscure the need for change and make it difficult).

The second cell, *New Services, Old Users,* is the next safest approach. The risk in bringing out new services is minimized because of the knowledge of the users. If you know who your users are, you are able to couch and present new services in ways that are responsive to the needs and interests of your users. Since you know them and they know you, the confidence and trust built up over previous years eases the transition to adopting and using a new service.

The third cell, *Old Services, New Users,* is a difficult area because you lack experience in dealing with the users, hence are not aware of their characteristics, needs, and interests. Your communications to them may go awry because you emphasize the product or service rather than focus on how it can be helpful and useful to them.

The fourth cell, *New Services, New Users,* is the most difficult area of all because you lack knowledge of the users' experience and the product. This "double whammy" helps to explain why so many new products are so unsuccessful and short-lived. The

FIGURE 1

Matrix of Services and Users

Old Services, Old Users (1)	**New Services, Old Users** (2)
Old Services, New Users (3)	**New Services, New Users** (4)

total unfamiliarity with both variables may lead to major "goofs" that familiarity with either the product or the users would have prevented.

Relevant Marketing Concepts

In seeking to apply marketing concepts to counseling, it may be helpful to select the major ideas that offer the most promise for strengthening counseling in the human services.

1. The single most important factor contributing to new product or service success is product/service *uniqueness* and *superiority*. The competition for services now offered by career centers demands a response from them that identifies how their service is unique and why it is superior to the others. Generally, in counseling, we have ignored the factors of uniqueness and superiority. Is it because we feel we do *not* have a unique service, or that we *are* superior in the way we respond compared with other providers? I think the answer is that we do need to respond clearly if we are going to deal more adequately with our current product cycle and the competition we have been experiencing.

2. It is crucial in a marketing approach to know your audience and potential consumers and their needs. Generalized assumptions or impressions are an inadequate basis on which to make important marketing decisions. It is important, therefore, that a regular program be undertaken to assess the nature of our publics and their interests and needs. Major marketing groups are now stressing the importance of "we-ism" and family values over individualism, a response to our aging population.

3. Product myopia occurs when an organization focuses on the product or service rather than on the needs that the product or service addresses. This concept is akin to organizations or professionals who continue to do what it is they do well, rather than what it is the public needs or wants. Perhaps the best illustration of this from the counseling field is the continual high priority that helping professionals give to individual or personal counseling, while the public, whether students, adults, or other clients, consistently gives this a low priority. Perhaps more than most factors, product myopia leads to the decline of an organization because of the continual inward focus, rather than an outward focus that will lead the organization to identify systematically the new needs and interests of its potential users and consumers.

The introduction of new products and services is a crucial responsibility of all organizations, but this process is likely to be costly and difficult. It has been suggested that a successful new product or service will result from every seven ideas, and it is predictable that the majority of new ideas will be unsuccessful. Hence, an organization must be prepared to experiment and try out new ideas and practices and expect that the majority of them will fail.

4. The success of organizations in developing new products and services appears to be a function not of the amount of money put into research and development, but rather of managerial skills and expertise in marketing programs and services. Another way of saying this is that throwing dollars at problems or areas of need is not a "sure-fire" way to be successful. The common answer to why a counseling program is not working is that more money, resources, and staff are needed, but the answer may really be that the program needs to be better managed, with a clear delineation of the real needs and interests of the publics who are being served.

5. It is important from a marketing standpoint that we use the service life cycle in anticipating and planning for both problems and opportunities. Those organizations that have been the most successful over long periods have done so by continuing to upgrade their product offerings to meet new and changing needs. It is absolutely crucial to career planning and placement that we continue to look at changes in our population subgroups that indicate different needs and interests, and to make appropriate changes in how we present, prescribe, and provide counseling. To continue services in the same manner as in the 1960s and 1970s is tantamount to resigning ourselves to a decline in the vitality of career planning and placement as a social helping force.

6. Synergistic interface is a concept of combining a stable product or service with new information or a high technology change. This interface extends the life of the stable product and increases the growth of the new change. A clear example of this is the application of computer-assisted career guidance to career guidance services. Adding technology to career counseling extends the use of career counseling and probably also increases interest and use by new and different groups.

7. A successful marketing plan is geared to developing new markets and new users. This is accomplished particularly by creating new uses: new uses of an existing service, new users of an existing service, and new occasions or reasons for using the service. This emphasis on the new use of the service has many advantages over a new service, in that development and marketing costs are considerably less and the expansion of counseling beyond the crisis or problem orientation is an excellent general approach.

A Marketing List for Counselors

There are countless actions that counselors can adopt to improve the marketing of counseling and human services. A number of these possible actions have the potential to increase significantly public knowledge about and use of career planning and placement services. However, implicit in the marketing approach is the pivotal concern for targeting effort and resources. It is not how much you do, but how well targeted your efforts are and how effective you are in delivering on your "targets of opportunity." What follow are six specific recommendations and actions that are likely to enhance considerably the image that potential publics have of career planning and placement services and increase their use of them.

1. Adopt a positive attitude toward the use of marketing concepts and strategies in more effectively disseminating career planning and placement services. Shorn of their advertising gloss or crass public relations image, marketing concepts are remarkably similar to many of the main-line concepts and principles of human services. Marketing basically is built upon the concept that the product or service that best reflects the needs and interests of potential consumers and responds to them with the high-

est order of superiority and quality is likely to be the most successful. That is a very compelling concept, one that has great potential utility for counseling. It is absolutely crucial, therefore, that counselors and career planning and placement specialists understand that by using marketing concepts they are working to understand their potential clients better and to assist them with making more informed decisions and plans.

2. Define what excellence and quality are in career counseling and placement services. The need here is double-edged. First, counselors need to inform themselves in the clearest possible terms as to what excellence and quality are. Without clear definitions of excellence, they will be unable to judge for themselves and to evaluate the effectiveness and success of their individual programmatic efforts. Second, counselors must be able to communicate what quality and excellence are in terms that are understandable to consumers and users so that they may be able to use this information in making decisions to select the best from among the available services.

3. Develop an appropriate marketing strategy for each stage of development. The decision as to the appropriate marketing strategy to adopt should be guided by the level or stage of development that a given product or service is at. We should not devote all of our efforts to dealing with old products and old users, or to new products and new users. Either strategy would be harmful over a period of time. Rather, we need to identify the level of development of each of the products or services that we have prioritized and develop a strategy that is appropriate given the level of its development. An intermix of strategies with products and services at different stages of development is likely to bring the most positive consumer and user response and also to provide a strong undergirding for program renewal. This will also serve to negate the omnipresent effects of obsolescence. Simply stated, it is a way of avoiding putting all our eggs in one basket in an area where it is extremely difficult to predict what products or services will be needed next.

4. Make a strong and ongoing commitment to the research and development of new programs and practices. Perhaps one reason there has been such steadfast adherence to traditional modes of delivery of counseling and the human services has been the lack of viable alternatives. For example, being unsure of what options, if any, they have, some counselors have engaged in pitched battles to preserve what they know best, individual counseling. It would seem essential to any organized program effort that part of the time and resources of that unit be devoted to experimental approaches to dealing with client and potential client needs and interests. The greater use of group procedures, the infusion of technologies, expanding outreach services such as networking, and the linkage with self-help programs are just a few of the potential avenues of renewal and development that offer promise for counselors.

5. Maximize the building of synergistic interfaces. The aforementioned sources of competition for counseling services, while clearly a threat or challenge to traditional counseling, may at the same time provide bridges that can be used by innovative programs to increase their synergistic interfaces. By linking and collaborating with other individuals and groups and incorporating new concepts, approaches, and resources into their offerings, counselors can greatly increase the overall power and impact of their interventions with both individuals and groups. These efforts, while perceived by some as dispersing professional contact, are in fact more likely to increase the potency of the counselor's ability to work with and be of assistance to large numbers of clients with different needs and interests.

6. Regularly and systematically assess user and potential user needs and interests. It is easy for human services personnel to become convinced that they are aware of and know all they need to know about the needs and interests of the clients they serve. They become experts in their own minds on what they should do, in what ways, and with what emphasis. Such an approach denies the difficulties inherent in making judgments about the needs and interests of any consumer or client group—judgments that require systematic assessment and programs and services based on the responses to that assessment. Programs that rely on unsystematic observations of their own specialists run the strong risk of focusing inward rather than outward, and of doing what the specialists desire to do rather than what their clients and consumers need. Almost as important, the systematic assessment of user needs and interests becomes a vital source of information to share with funders and decision makers to document and validate that the program is clearly responsive to the needs of the populace which it serves.

Acquiring a Central Focus

In this article, I have spoken of the need for the career planning and placement specialist to become a marketeer—versed in and committed to the use of marketing concepts and tools to improve the quality and extend the use by clients of career planning and placement programs and services. Rather than present a model program or a laundry list of steps to adopt, I have presented ideas that I believe can be adopted and adapted by a center to develop its own customized program. The ideas presented are illustrative rather than exhaustive and are neither as comprehensive or as fully developed as those I have used with many programs. But I believe that those ideas can suffice to excite and motivate career planning and placement centers to expand and enhance their marketing initiatives. More than anything else, I believe that by adopting a marketeer orientation to their program, career planning and placement specialists acquire a central focus on which they can hang their goals and priorities. Such an orientation not only focuses the activities of different specialists, but also insures that undergirding their separate efforts are two central themes—providing quality in all services and maximizing the number of persons to whom those services are offered.

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Tough Choices: Ethical Dilemmas in Our Profession

In this first in a two-part series, placement directors reveal how they would handle issues of conscience on the job.

BY RICHARD FEIN

MUCH OF WHAT WE do in the college placement and recruitment profession is challenging, difficult, or perplexing. One such area that has gained increased attention recently is the concern for ethics. Ethics may be defined as a "quest for the good, the right." A major problem, of course, is determining what the "good" is in a given situation. This problem becomes a dilemma when *two* apparent goods come into conflict.

Funding for the research underlying this article came from a grant provided to the School of Management, University of Massachusetts, Amherst, by May Company Department Stores.

To examine how people in the placement and recruitment profession would react to a variety of ethical dilemmas, questionnaires were sent to 300 college placement professionals and 300 corporate college relations professionals selected at random from the membership list of the College Placement Council. There were 150 responses from the placement professionals and 87 from the college relations professionals.

Separate questionnaires were designed for the two groups. In both cases, respondents were asked what they believed was the proper thing to do in different situations involving ethics, described in brief scenarios. They could respond from a variety of pre-stated answers or compose answers of their own. Several scenarios probed the penalty one would be willing to risk pursuant to an ethical belief, with the goal of examining the *strength* of the conviction in addition to its substance.

In Part One of this article, I will report on the views expressed by the placement professionals, whom I'll call "directors," and some of the implications. (Part Two, covering the college relations professionals' views, will be published in the next issue of the *Journal*.) My approach was descriptive rather than prescriptive, and I do not presume to judge any response as more ethical than another. In some cases, I've pointed out issues that might be explored further. Finally, the complete scenarios and responses presented in the placement directors' questionnaire appear in Figure 1. Statements in quotation marks are taken from this questionnaire.

Conflict Between Students

When the interests of two students conflict, how should the placement director respond? In the first scenario presented, the director must decide whether to operate outside general procedure in order to provide an interview opportunity to a student (Louis) who has few job possibilities. The alternative is to follow procedure and act neutrally between the two students, knowing that the other student (John) "will never accept employment" with the firm in question.

The dilemma positions John's right to an interview against Louis' chance for a job. Any benefit to one (e.g.

Recruitment (cont.)

Checking References (Q)
What is the best way to carry out a reference check?
Barada, Paul W. Spring 1986/27–28

Expanding High-Tech Job Market: Myth or Reality?, The (F)
Do new entrepreneurial companies really offer a wealth of opportunities for entry-level technical graduates?
Wilson, Eileen P. Winter 1988/47–50

Four Steps to Recruiting Success (F)
Electronic Data Systems tells how it hired 16,000 new employees in only 12 months.
Privett, B. Gail Summer 1986/46–48

How Industry Can Draw Minorities to Engineering (H)
The University of Virginia has established a program where minority students visit companies to learn about engineering.
Simmons, Ron Winter 1988/19–20

How to Evaluate Your College Recruiting Program (F)
Get the numbers you need with this simple system from the author of How to Measure Human Resources Management.
Fitz-enz, Jac Spring 1987/26–30

It's Time We Become Pros! (F)
In a thought-provoking swansong, a leading figure in the human resources development field hurls a final challenge at his peers, urging them to make the recruiting function more professional.
Walters, Roy W. Summer 1985/30–33

Lipton and Lawry's Recruiting Videotape (F)
Winner of CPC's 1987 Award of Excellence for Audiovisual Programs.
Rehrig, Norita H. Fall 1987/58

Look Before You Leap Into Drug Screening (D)
Drug screening of employees and job applicants is fraught with controversy and contradiction.
Hogle, Don Winter 1988/17–18

Management Support for College Recruiting (Q)
How can the college recruiting department gain support for its work from top management?
Krehbiel, John H., Jr. Fall 1985/27

Minority Recruitment (Q)
How employers can improve minority recruitment.
Brocksbank, Robert W. Spring 1986/28

New Dialogue on a Thorny Issue (F)
A CPC survey takes a look at prescreening, preselection, and prerecruiting and finds that attitudes and practices are changing.
Schmidt, Charles E. Fall 1985/33–37

New Image for the Federal Government, A (F)
It's the nation's largest employer—and often the most mystifying to job seekers. But change is in the wind, says OPM's Fran Lopes.
Sinnott, Patricia A. Winter 1988/28–31

New Twist to the Recruitment Consortium, A (H)
Placement officials at seven middle-Tennessee schools give a new twist to the employer-college consortium for teacher recruitment.
Bird, Linda, and Rollins, Jana Spring 1986/21–22

On Transferable Skills and Employment Realities (D)
The University of Texas at Arlington conducted a survey of on-campus recruiters, using a skills questionnaire.
Meyers, Howard H. Summer 1986/19–21

Pre-Employment Drug Screening: Does It Pass the Test? (F)
The law is not yet perfectly clear on this new form of assessment, says CPC's legal counsel.
Kaplan, Rochelle K. Fall 1986/28–35

Put an End to the Emphasis on GPA! (F)
Three college officials point out the pitfalls of preselecting by grade point average.
Stein, Dale F.; Galetto, Joseph A.; and Harmison, Herb A. Fall 1986/36–39

Recruiters and Employee Retention (Q)
What part does the recruiter play in improving employee retention?
Holloway, William W. Fall 1985/26–27

Recruiting Brochure (Q)
What are the most important elements of a successful recruiting brochure?
Brecker, Richard L. Spring 1987/23–24

Recruiting MBAs (Q)
What are some of the unique differences between recruiting MBAs and recruiting undergraduates?
McGaughey, Heather P. Winter 1986/27–28

Recruiting Women Technical Graduates (Q)
Special techniques recruiters can use to attract more women technical graduates to their companies.
Freedland, Marjorie Fall 1986/26–27

Recruitment Advertising for Minority Candidates (Q)
How can employers effectively reach minority candidates through recruitment advertising?
Edwards, Preston J. Fall 1985/25

Six Steps to an Innovative Recruiting Brochure (F)
A good recruiting brochure can be the cornerstone of a program that applies marketing techniques to recruiting.
Stright, Jay F., and Jones, Paul M. Winter 1984/33–38

Smoking and Employment Opportunities (D)
Smoking behavior may be emerging as an important personal attribute in screening job applicants.
Weis, William L., and Hull, Sara Beth Winter 1984/21–22

Stereotyping By College Recruiters (F)
The recruiter's position carries a special emphasis on objectivity, but are recruiter evaluations of candidates truly unbiased?
Powell, Gary N., and Posner, Barry Z. Fall 1983/63–65

Valuable Service to Boards of Education, A (F)
A consortium of Michigan placement directors assists in the hiring of superintendents of schools.
Burgoyne, Leon E. Summer 1986/53–57

What Are the Elements of a Good Recruiting Video? (Q)
Videos can be an effective and persuasive recruiting tool.
Hanigan, Maury — Fall 1987/21–22

What Immigration Reform Means to You (F)
CPC's legal counsel helps unravel the latest tangle in college recruiting.
Kaplan, Rochelle K. — Fall 1987/35–42

When an Employer Says Yes and Then Says No (F)
CPC's general counsel takes a look at what the courts have to say about the revocation of job offers.
Kaplan, Rochelle K. — Winter 1986/48–54

Who Recruiters Are . . . and Whom We Should Tell (D)
Career planning and placement directors need more information about recruiting personnel.
Broitman, Tom — Winter 1986/17–18

Salaries

Comparable Worth: Where It Stands in the Courts and the Law (F)
CPC's general counsel brings you up to date on relevant statutes, case law, and EEOC decisions on this controversial concept.
Kaplan, Rochelle K. — Fall 1985/53–56

Comparable Worth Controversy, The (F)
An in-depth look at what has been termed "the civil rights issue of the '80s" and how it affects career planning, placement, and recruitment.
Sinnott, Patricia A. — Fall 1985/46–51

Paying Wages for Student Interns or Co-ops (Q)
Criteria developed by court decisions and Department of Labor rulings determine whether interns or co-op students are employees and thus covered by the Fair Labor Standards Act.
Kaplan, Rochelle K. — Summer 1988/23–24

Profile of Positions Advertised in Career Planning and Placement, A (F)
A study reveals what the job market is like for those who counsel student job seekers.
Carlson, Jan — Winter 1985/24–28

Students

Does Everyone Have to Major in Business? (D)
Students must gain the education they lack, whether it be business skills, exposure to the liberal arts, or any other "success" factor.
Goodman, Steven E. — Fall 1984/18–19

Engineering Student to Technical Employee: Identifying Graduates' Needs in the Transition (F)
Research offers three perspectives on these students' needs—the students themselves, the counselors who assist them, and the employers who hire them.
Trainor, Michalene, and Varma, Gale H. — Fall 1983/26–35

Entering the Job Market: How Students and Employers See it Differently (F)
What prevents capable college graduates from finding proper employment? A nationwide survey of college seniors, experienced professionals, and employers provides some interesting answers.
Dzubow, Steven R. — Spring 1985/49–54

Freshman Orientation and Career Development: How Effective Is It? (D)
A Bronx Community College orientation and career development course has a positive effect on the academic performance and retention of entering freshmen.
Donnangelo, Frank P. — Summer 1985/23–24

How Job Applicants View Interviewers (F)
A survey of nontraditional students reveals their expectations of and experiences with organizational interviewers.
Latham, Van M.; Callton, Marla R.; and Muha, Robert G. — Fall 1985/57–59

How Parents Influence Career Choice (F)
Counselors must recognize students' conflicting needs for guidance and independence from their parents.
Reschke, Wayne, and Knierim, Karen H. — Spring 1987/54–60

How Students View the Placement Office (F)
A study investigates the use and helpfulness of the placement office in students' search for their first jobs.
Marion, Paul B.; Cheek, Neal K.; and Harris, Marcia B. — Fall 1983/37–40

In Search of the Perfect Interview (F)
A survey reveals what students think of recruiters and what they like and dislike about on-campus interviews.
Craig, Betty, and Greenberg, Robert M. — Spring 1986/40–47

Interview Sign-Up: When Students Have a Choice (F)
Which interview sign-up method works best? To answer this question, San Jose State sought the opinion of a very important group—students.
Reed, Jerome B. — Summer 1984/55–59

Student Societies (Q)
How employers perceive students' involvement in campus chapters of professional organizations.
Downing, Robert E. — Summer 1987/26

Three Thoughts on Networking (D)
Undergraduates seem to look at networking in its most meager sense.
Henderson, Joanna — Spring 1987/17–18

Work-Study Students in the Career Center (F)
From an informal survey come some tips on how to recruit, motivate, and supervise these invaluable helpers.
Wendover, Robert — Summer 1987/49–52

Supply and Demand

Wanted: Teachers (F)
A number of factors are working together to put the U.S. on the brink of a teacher shortage that could become a crisis.
Anthony, Rebecca — Summer 1986/36–39